Scored Discussion

Purpose: *To monitor and validate student achievement in the ability to express ideas clearly as a member of a social group.*

Procedures:

! Determine the criteria and/or indicators of successful social dialogue.

Example: Discussion Score Sheet

Positive	Points	Negative	Points
(2) 1. Taking a position on a question	———	(-2) 1. Not paying attention or distracting others	———
(1) 2. Making a relevant comment (Max)	———	(-2) 2. Interruption	———
(2) 3. Using evidence to support a position or presenting factual information	———	(-1) 3. Irrelevant comment	———
(1) 4. Drawing another person into the discussion	———	(-1) 4. Monopolizing	———
(2) 5. Recognizing contradictions in another person's statements	———	(-3) 5. Personal Attack	———
(2) 6. Recognizing when another person makes an irrelevant comment	———	*Points_____*	
(2) 7. Making an analogy	———		
(1) 8. Asking a clarifying question or moving the discussion along	———		

@ Select materials that promotes objectives (written or visual)

♯ Create an agenda for the successful performance of the criteria.

> *Example:* **Agenda**
> 1. Define the problem or issue.
> 2. What position does the writer of the article take on the issue?
> 3. Decide how that position agrees or disagrees with your own.

$ In-service the strategy
  a. explain the criteria
  b. stress appropriateness vs. quantity, establish maximums
  c. allow student observation time to demonstrate objectivity

‰ Score all students

^ Give feedback, what's right, what's wrong & how to fix

& Provide accountability - for continuous improvement

"Brain Compatible? 4Check It Out!"

—— Stress = brain downshifts	—— Content must have relevance for the learner
—— M(memory) space = how much the learner works on at a time	—— Brain pays conscious attention to only one thing at a time
—— Enriched environment = increasing dendrite branching	—— All learning enters through our senses/emotions